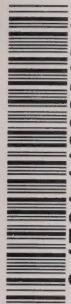
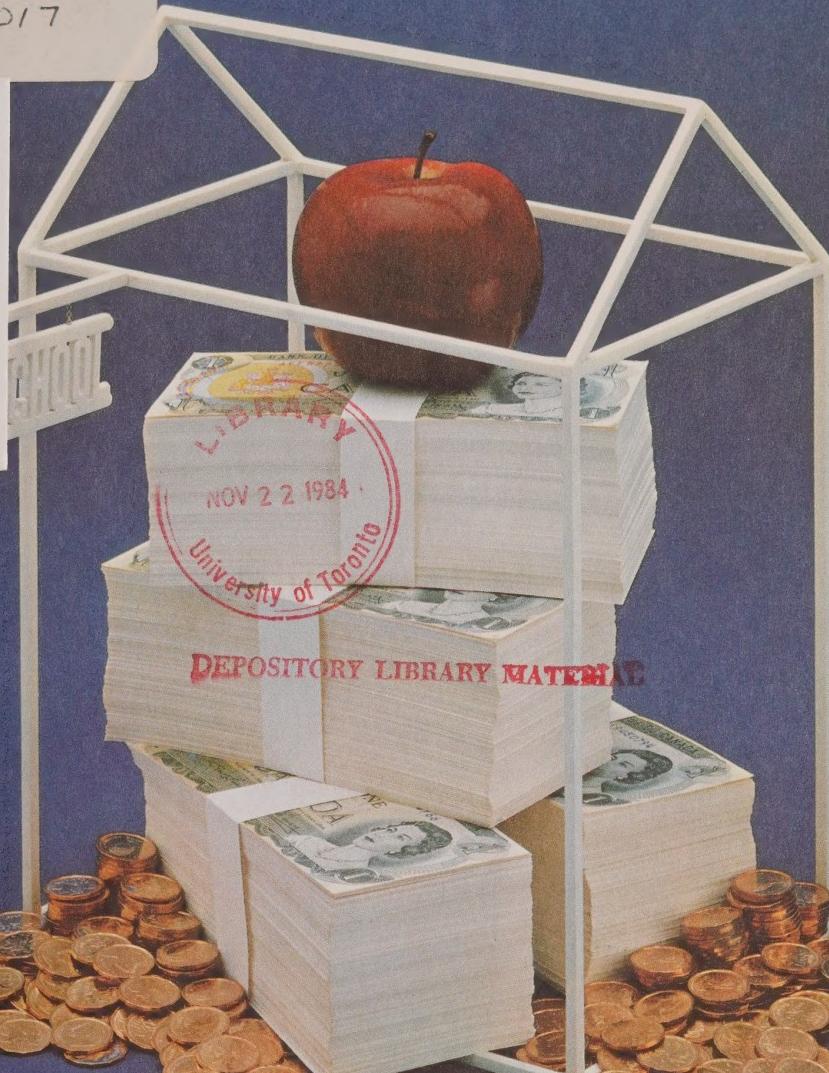


EDUCATION

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WHAT'S IN IT FOR YOU?



The public school system in Ontario is designed to respond to the needs, aptitudes, and aspirations of each individual child. It is a system that is second to none in Canada and equal to any in the world. In this booklet, we explain how it works, and we sincerely hope that you — as parents and consumers — will become even more involved in the education of our children.

A handwritten signature in black ink. The first letter 'B' is large and stylized, followed by the name 'Bette Stephenson' in a cursive script.

Bette Stephenson, M.D.
Minister of Education

EDUCATION

WHAT'S IN IT FOR YOU?



More than 25 per cent of Ontario's population is involved in some form of education.



Education is compulsory from 6 to 16 years of age, and free throughout elementary and secondary school.



Ontario's elementary and secondary schools serve 1.7 million students.



The cost of elementary and secondary education in Ontario for the 1984-85 school year will be over 6.5 billion dollars.



Ontario's education system comprises 92,000 teachers, who are among the most highly qualified in the world.



250,000 students receive help through special education programs and services.



4,500 schools serve the needs of Ontario's children.



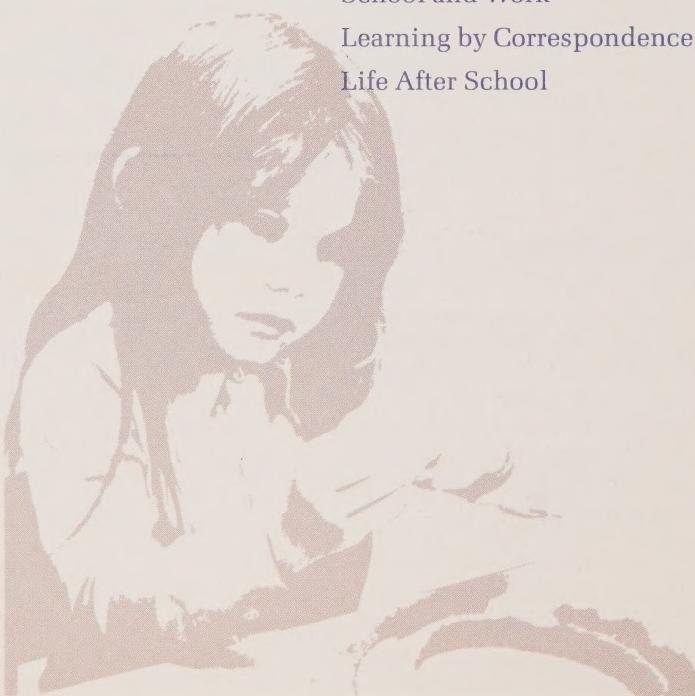
School buses in Ontario travel more than 1.5 million kilometres each day.



The fees paid by postsecondary students cover 17 per cent of the cost of their programs; the remaining 83 per cent is paid by the taxpayers of Ontario through the Ontario government.

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The Public School System:

How It Works

Today's school system has its roots in legislation passed in 1816, which gave settlers the right to open a school and the responsibility to collect taxes to support it.

In those days a small grant from the provincial government helped to pay some of the costs, but today that small amount has become large and is distributed according to a complicated formula. The basic idea, however, is the same: local citizens run their schools through school boards within the framework of provincial standards and with the help of provincial government grants.

While costs are shared, so are responsibilities. It is the Ministry of Education's responsibility to establish the goals of education, provide broad curriculum guidelines, approve textbooks, establish requirements for diplomas and certificates for both pupils and teachers, distribute grants, and assist school boards with operating costs.

The responsibilities of the school board include hiring teachers and other staff, providing programs suited to the local community, preparing an annual budget and levying school taxes (paid as part of your municipal taxes), determining the number, size, and location of schools, choosing textbooks from the ministry list, and enforcing attendance.

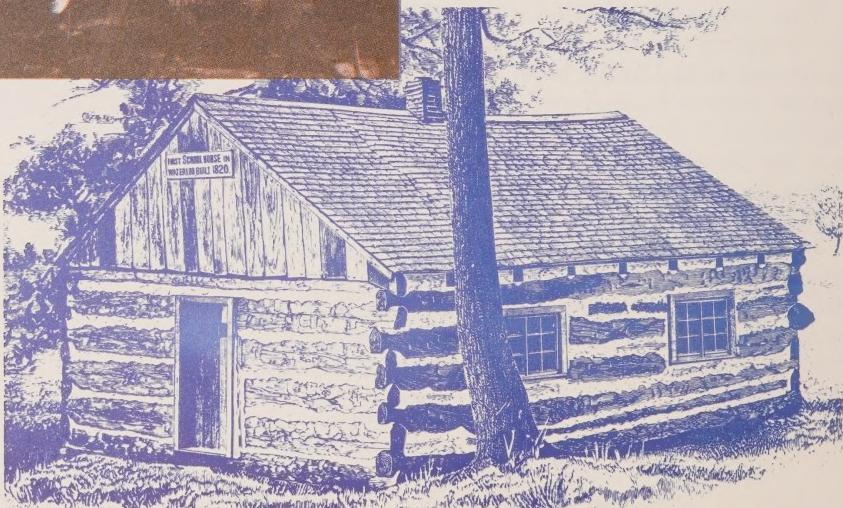
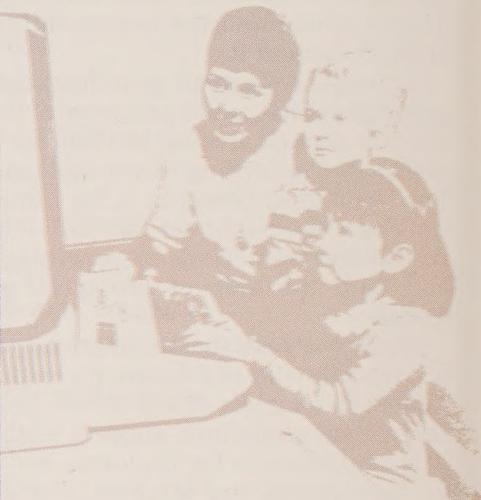
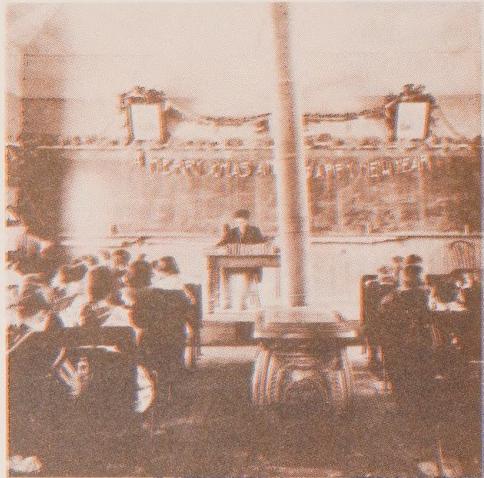
The school board employs officials to discharge these responsibilities, and chief among them is the director of education, whose task it is to supervise the administration of the system on behalf of the board and the electors. In each

The Ministry of Education establishes the goals of education, provides curriculum guidelines, distributes grants, and assists school boards with operating costs.

school, the principal is responsible for organization and management, discipline, and the quality of education. The principal's specific duties include assigning teachers, keeping pupil records, reporting to parents, and ensuring that facilities are properly maintained.

In large schools with specialized courses, there may also be department heads who are responsible for various disciplines. In every school the classroom teachers are responsible for preparing lessons and teaching your child. It is important that they communicate with you, and that you communicate with them.

**In the interests of
your child, it is
important that
teachers communi-
cate with you, and
that you communicate
with them.**



Paying the Bills

The cost of running Ontario's elementary and secondary schools — estimated at more than 6.5 billion dollars for the 1984-85 school year — has more than doubled in the past decade.

This is paid by you, the taxpayer, partly through the provincial treasury, and partly from municipal property taxes. The system of support works in different ways, depending on where you live.

In a municipality with a large tax base, the provincial contribution may be 30 or 35 per cent of the total cost of running schools, but in municipalities with little taxable assessment, provincial grants may cover as much as 90 to 95 per cent of the costs. This allocation of provincial grants according to the communities' ability to pay is based on the principle that all Ontario residents should have access to equal educational opportunities.

The principle is simple. All Ontario residents — wherever they live — should have equal access to quality education.

Setting the formula for the sharing of the tax burden is complicated, but each year the Ministry of Education establishes the average cost of providing an acceptable level of education. In 1984, for instance, this was \$2,297 for an elementary pupil and \$3,140 for a secondary school student. Further adjustments are made according to local differences and geographic factors. The ministry then establishes the mill rate required to raise that amount in an "average" community. Grants to school boards are based on the difference between the average and the amount actually raised by the mill.

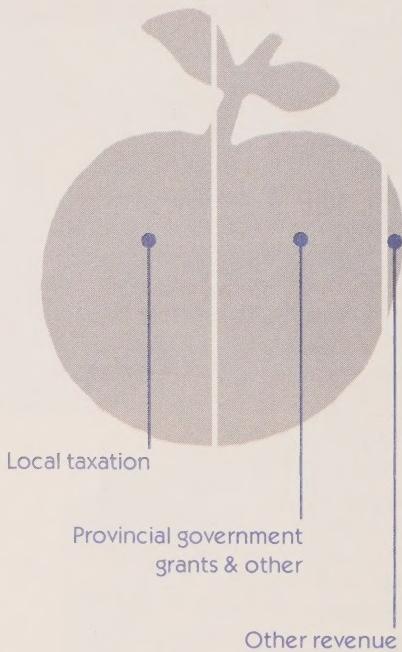
**Cost of education
for 1984-85**

**\$6.5
billion**

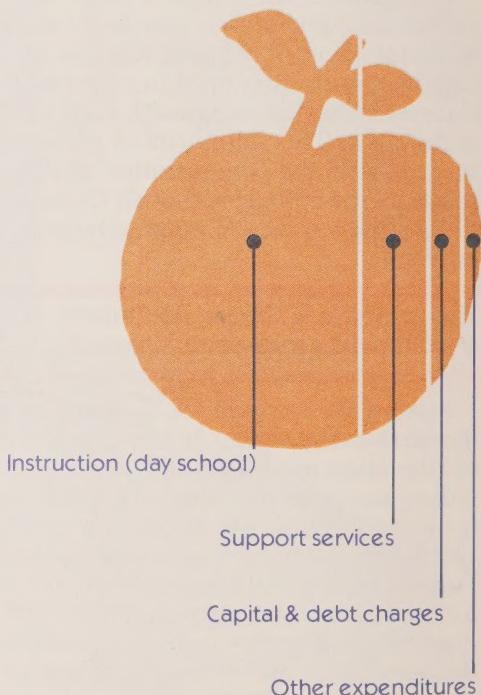
Grants are expected to cover operating expenses such as salaries and the cost of heating, maintenance, supplies, and textbooks. If the board decides to provide more extensive services – an expanded extra-curricular program, for example – it must levy additional taxes on the local ratepayers to cover the costs. In effect, the system guarantees a minimum acceptable level of education for every student in Ontario, while making any additional services the responsibility of local taxpayers.

The cost of education is the second largest item in the provincial budget (after health spending) and accounts for about 22 per cent of the province's expenditures. In the opinion of most citizens, it is money well spent.

Where the dollars come from:



Where the dollars go:



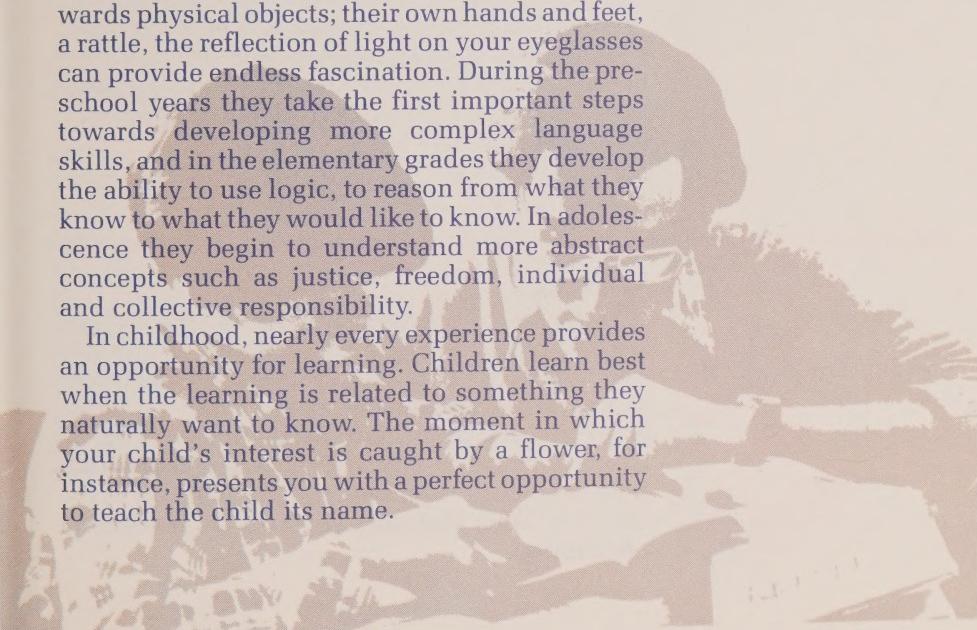
Parents as Teachers

Your child's education begins long before he or she starts school — some authorities strongly argue that the first three years of life are crucial in determining a child's later success — and you are the first and most important teacher. It is your responsibility to provide a stimulating home environment, one that inspires enthusiasm and respect for learning. Your example, and the atmosphere you create, are essential factors in your child's emotional and intellectual growth. For example, if you like to read, and read to your child often, it is likely that he or she will come to share your love of reading. Similarly, if you value learning, chances are your child will as well.

In infancy, children react physically to their environment, and their curiosity is directed towards physical objects; their own hands and feet, a rattle, the reflection of light on your eyeglasses can provide endless fascination. During the pre-school years they take the first important steps towards developing more complex language skills, and in the elementary grades they develop the ability to use logic, to reason from what they know to what they would like to know. In adolescence they begin to understand more abstract concepts such as justice, freedom, individual and collective responsibility.

In childhood, nearly every experience provides an opportunity for learning. Children learn best when the learning is related to something they naturally want to know. The moment in which your child's interest is caught by a flower, for instance, presents you with a perfect opportunity to teach the child its name.

The school is a place to learn, a place where children and parents can find support; but the school cannot assume the role of the parent or the family.



When you talk to your child, listen carefully to what he or she is saying. Ask questions that require more than a one-word answer — questions that challenge the child to develop the ability to think. Instead of asking, “Did you like the zoo?”, for example, ask a question like, “What did you like best about the zoo?”

These shared learning experiences shouldn't stop when your child starts school. It is important that you continue to participate in his or her education by showing an interest in school work, by helping when it is appropriate, and by keeping in touch with teachers. You cannot take the place of the school any more than the school can replace you, but there are a number of ways in which you can speed your child's progress, especially in the early grades. For example, you can help your child learn the basic skills of reading, writing, and mathematics.

Give your children books as presents at Christmas and other special occasions.

Reading

Keep a variety of reading materials around the home, and read to your child often. Demonstrate the importance of reading by helping him or her to read street signs, store signs, instructions, and so forth. Give books as presents. If a child shows little interest in reading, take him or her to the library and get books on a favourite hobby, sport, or celebrity. Or try a subscription to a children's magazine.



Writing

Help your child to keep a diary, and encourage him or her to write stories about things and events of personal interest, friends, and everyday experiences. Encourage him or her to write letters to relatives, and make note-writing a family habit. If you provide a writing area and keep it stocked with paper and pencils or crayons, it is likely that the child will write without prompting.

In part, writing depends on muscle co-ordination; you can help your child develop co-ordination by encouraging him or her to work with clay or scissors. Most ball games also help to develop manual dexterity. Children learn to print before they can write. Don't pressure your child to make the switch; he or she will do so in due course.

Mathematics

Play number games with your child, and let him or her play with everyday items that will help to develop the ability to manipulate numbers. Help your child to record his or her weight, height, and hand span. Let him or her count and measure things for you. Give your child games and instruments that introduce mathematical ideas, and don't hesitate to give him or her quick mental drills in arithmetic. Most arithmetical problems your child will meet in everyday life will have to be done mentally.

Involving yourself in learning experiences with your child – whether in science, art, music, or some other area – is a responsibility, but it need not be a burdensome one. It should be fun – for you and the child; and it will certainly pay rewards in terms of his or her growth and development.

As a parent, it is essential that you maintain good lines of communication with your child's school and teachers. Most schools invite parents for formal interviews from time to time. These parent-teacher meetings are intended to give you and the teachers a chance to work together for your child's benefit. If, on occasion, you have a problem or question that cannot wait until the next formal interview, do not hesitate to call your child's teacher and request an additional meeting. Obviously, reasonableness and regard for each other's workload will lead to mutual co-operation.

If, on occasion, you have a problem or question that cannot wait until the next formal interview, do not hesitate to call your child's teacher and request an additional meeting.

The school is required to report on your child's progress at regular intervals. There is no standard form for report cards and each school board is responsible for deciding how your child's progress will be described. Some provide specific marks in each subject, but many have replaced marks with more general statements such as, "Mary is reading satisfactorily for her stage of development." If the report card leaves you with unanswered questions, ask the teacher to explain. Comments on a report card may be critical, but they must also be "conducive to the improvement ... of the pupil". If you think the

As long as parents and teachers talk to one another, as long as they communicate, almost any issue can be resolved – openly, honestly, and with goodwill.

teacher's comments are unfair, or counter-productive, arrange a meeting with the teacher and the principal to discuss the matter. Almost any problem can be solved as long as there is open communication among the parties concerned.

A parent has both rights and responsibilities with respect to his or her child's education. You must ensure that your child – well rested and fed – attends school regularly and on time. You should set an example by showing an interest in his or her schooling, by keeping in touch with teachers, and by occasionally helping with school work. You also have a responsibility for your child's religious education, and his or her moral and cultural development. This is your job.

On the other hand, you also have the right to expect certain things from the education system.

What you have a right to expect:

- free education for your child up to the end of secondary school;
- special programs if your child has special needs;
- within certain limits, the right to choose your child's school;
- regular information about your child's progress;
- access to courses of study in the secondary schools;
- access to your child's Ontario Student Record;
- the right to have your child exempted from religious instruction;
- education for your child in either English or French;
- supervision for your child for a limited period after school and, if it is necessary for your child to remain at school for lunch, during the lunch hour.

You have an obligation to exercise your responsibilities as well as your rights, and you are entitled to expect no less from the education system.

The Elementary School

The child's first experiences with school are of great importance because they tend to shape his or her attitude to learning. The early years of schooling consolidate and strengthen the child's previous learning experiences; at the same time, they must establish a foundation that will facilitate the development of new skills and provide the tools for future learning. But in addition to teaching specific skills, the early years of school should also give each pupil a sense of self-worth and self-confidence.

The Ministry of Education publishes detailed guidelines indicating the levels of achievement expected from pupils in different age groups, and at various stages of development.

These guidelines specify that by the end of the Primary Division – the end of Grade 3, when children are about eight or nine – pupils should have been given opportunities to acquire a basic understanding of, as well as some elementary skills in, language and mathematics. Some children may still lack competence in certain areas and some may lack confidence as well. They are in a stage of transition and may still need individual help and additional practice. Most pupils, however, should be able to go on to develop further the skills they have learned.

In the Junior Division – the end of Grade 6, when children are about age eleven – they should be given opportunities to develop self-awareness and self-confidence through drama and related creative activities. They should also be given opportunities to develop personal

Children need a foundation of learning to develop new skills and acquire a sense of self-worth and self-confidence.

ethical and moral values within a context that reflects both society's concerns and their own individual needs and desires. They should develop, as well, the ability to make informed and rational decisions, begin to understand social relationships, appreciate the natural environment, develop an understanding of the basic concepts of science, and begin to acquire a reasoned understanding of Canada and pride in their community and country.

For most pupils, Grades 7 and 8 mark a period of transition. They are coming to the end of elementary school and at the same time entering the first stages of adolescence — a difficult phase in the course of which they will be undergoing profound physical, psychological, emotional, and intellectual changes. The curriculum in these grades — which are both the last two grades of elementary school and the first two grades in the Intermediate Division — must reflect these changes.

In the earlier years, the program of studies is both comprehensive and integrated to suit children's learning needs; in the first years of the Intermediate Division, the approach becomes more specialized and pupils begin to learn within the context of a specific body of knowledge, or discipline. While opportunities continue to be provided for the consolidation and practice of knowledge and skills already acquired, the emphasis is on providing a broad range of learning experiences to allow students to discover special aptitudes and explore vocational interests.

The actual courses taught are determined by school boards, and usually designed by individual teachers, within the curriculum guidelines issued by the ministry. To ensure the proper balance and breadth in Intermediate programs, however, the ministry has also specified minimum amounts of time to be spent in each subject area.



While school and class offerings in Ontario are flexible and diverse, each pupil should receive a minimum of five hours of instruction a day and must receive a minimum of 185 days of instruction a year.

The range of schools and classes offering Grade 7 and 8 programs in Ontario is too wide to make a uniform schedule feasible, but the timetable that follows (see box) does indicate the relative weight that is to be given to the various subjects in the program. The time allocations assume a minimum of five hours of instruction per day and a minimum of 185 days of instruction per year. The minimum time for instruction is therefore 925 hours per year.

As pupils enter the Intermediate Division, they and their parents should seek advice and counselling about choices to be made in secondary school.

A balanced timetable

Study Area	Minimum Amount of Instructional Time Hours/Year
Arts	
Dramatic arts, music, and visual arts	120
Language arts	
First language: English/français	150
Second language: French/anglais	60-120
Mathematics and science	
Mathematics	120
Science	80
Physical and health education, guidance	
Physical and health education	80
Guidance	20
Social Sciences	
History and geography	120
	750-810 hours

This schedule provides for 750 to 810 hours of instruction per year. (Eventually all boards will provide 120 hours of instruction per year in the "second language", but until this goal is reached the number of hours actually provided varies.) The remaining time for instruction can be used for study in any of the areas listed or for religious education, industrial arts, family studies, studies relating to business and industry, life skills and parenting, or for elective programs developed by each board.

Exceptional Pupils

Some 250,000 pupils in Ontario need and receive special help because their educational needs differ from those of the majority. There are those who are gifted, and thus require enriched or advanced programs, and others who have a disability that impedes learning and thus require special programs. In either case, there are specially trained teachers available to help exceptional pupils through programs and services designed for their specific needs.

These special services can take various forms, ranging from assistance given by a specialist teacher working in a regular classroom to programs administered in self-contained classrooms or special residential schools.

In Ontario, every child identified as exceptional has a right to the programs or services that he or she may require. An amendment to the Education Act passed in 1980, known as Bill 82, requires all school boards to offer appropriate special education programs by September 1985. After that date, all school-age children in the province must have access to educational programs that are suited to their special needs. The specifics of each case will be determined by individual school boards, but parents who find fault with their child's placement can appeal the board's decision to a special tribunal.

Usually an assessment of your child's abilities will be made when he or she begins school. Every school board in Ontario has established procedures to identify the learning needs of each individual child as early as possible, and to provide special programs and services if

Special education programs for exceptional children – whether they be gifted or disabled – must be offered by all school boards in Ontario by September 1985.

required. The "early identification program", as these procedures are known, always involves your child's teacher, but it may also involve specialists in speech and language, psychology, public health, medicine, psychiatry, and social work. The co-operation of experts is essential in identifying special needs.

As a parent, you should be prepared to discuss difficulties of any kind which might affect your child's progress, and you should also be willing to share your child's medical and general health records with school authorities. The teacher must also have opportunities to observe and assess your child's skills and level of development. In some cases assessment of health, hearing, vision, speech, or other problems may be necessary. Once a problem has been identified, it is essential that you and the teachers stay in contact and work together for the benefit of the child. Only where such co-operation exists will the best results be achieved.

The principal responsibility for meeting the special educational needs of exceptional children rests with the school boards. The provincial government, however, operates facilities that provide residential programs for some children and at the same time serve as resource centres for local boards. To find out more about special education programs in your area, contact your local school board or one of the six regional offices of the Ministry of Education listed at the end of this booklet.

For special education to be effective, there must be full co-operation and communication between parents, teachers, and school officials.



The Secondary School

Ontario's new secondary school program will be more vigorous and demanding of students, teachers, and parents. Although the requirements for university admission will remain basically the same, Grade 13 will, over the next few years, be replaced by Ontario Academic Courses. The flexibility built into the new system will allow highly-motivated students to gain admission to university or college after four years of study instead of five. While some students will undoubtedly benefit from the opportunity to complete the program in four years, others will find the wider range of options available in a five-year program an attractive alternative.

Courses are also being offered at three distinct levels of difficulty, each corresponding to different career aspirations and student learning needs. The basic level concentrates on developing personal and social skills for students who want to go directly to a job. The general level is designed to prepare students for either employment or postsecondary education in one of Ontario's twenty-two colleges of applied arts and technology. The advanced level focuses on preparation for university and certain courses in the community colleges.

While it is certainly important that you and your child start thinking about secondary school education in Grades 7 and 8, it is essential that you make well-informed choices at the beginning of secondary school. The school's guidance counsellors are there to help you and your child choose the right courses, but your guidance and influence remain all-important, and it is your responsibility to make sure that the right choices

Ontario's new secondary school program will place greater demands on everyone — students, parents, teachers, and school administrators.

are made. In fact, until your son or daughter reaches the age of eighteen, you are required to approve his or her choices in writing. If you don't understand the choices, or if you need more information to help your child make up his or her mind, ask the guidance counsellor for assistance.

Your child's future depends on the choices he or she makes in secondary school.

In particular, you should pay attention to the level of difficulty – basic, general, or advanced – at which your child will be pursuing each of his or her chosen courses. Some Ontario Academic Courses, which are necessary for admission to university, may require previous study at the advanced level as prerequisites, especially in subjects such as mathematics. Obviously, there is no problem in going from a more difficult to a less difficult course – for example, from the advanced level to the general level – whereas moving in the opposite direction is not such an easy proposition. Still, should this become necessary as a result of some misjudgement or change in your child's educational aspirations, the difficulties are not insurmountable. In such cases, the student can undertake remedial work through independent study, repeat the previous course at the higher level of difficulty, or take a transition course designed to prepare him or her to move from one level of difficulty to another. (It must be pointed out that such "make-up" courses are not necessarily available in all schools.)

In the past, a Secondary School Graduation Diploma was awarded to Grade 12 graduates, and a Secondary School Honour Graduation Diploma to those who completed Grade 13. Both will eventually be replaced by the Ontario Secondary School Diploma (OSSD), but the changes involved will take time. Although some students may graduate with the OSSD as early as June 1986, some may receive the Secondary School Honour Graduation Diploma until August 1990.

After that date, every graduate will receive the OSSD. During the transition period, all current courses taught for credit will be acceptable for the new diploma.

To earn the OSSD, students will have to earn thirty credits. A credit is granted for the successful completion of a course that has been scheduled for at least 110 hours of classroom instruction. Of the thirty credits, sixteen are compulsory and are allocated as follows: five credits must be earned in English or French, with one other in the student's second language; at least two credits each must be earned in mathematics and science; and one in each of Canadian history, Canadian geography, the arts, physical and health education, business or technological studies, and senior social science. The remaining fourteen credits are elective.

Meeting the requirements

Compulsory Credits

English/français	5
French/anglais	1
Mathematics	2
Science	2
Canadian history	1
Canadian geography	1
Arts	1
Physical and health education	1
Business/Technological studies	1
Senior social science	1
	16
Elective Credits	14
Total	30

While 16 of the 30 credits required for the Ontario Secondary School Diploma are compulsory, 14 are elective, providing students with flexibility and choice in their educational pursuits.

Students who plan to go to university will normally take their sixteen compulsory credits at the advanced level, and will be required to take six Ontario Academic Courses, which will replace the Grade 13 program by 1988. These courses may be taken after completion of the thirty-credit OSSD or they may be taken as part of the program leading to the OSSD, depending on the student's discipline and motivation.

For most courses in the colleges of applied arts and technology, only the OSSD will be required for admission.

The secondary school program in Grades 9 and 10 is largely exploratory, and students should use these years to sample a wide variety of different courses before choosing the areas in which they will specialize. By the time they enter Grade 11, however, students should be ready to pursue more specific goals.

One publication that may help you to evaluate your child's secondary school program is the one entitled "Education for Tomorrow". This pamphlet specifies in detail the programs that should be offered by your school board, as well as the courses of study available to your child. It may be obtained, free of charge, from the Ministry of Education, Communication Services Branch, Queen's Park, Mowat Block, Toronto M7A 1L2.

Students who plan to attend university will be required to take six Ontario Academic Courses, which will replace the Grade 13 program by 1988.



A Word About Stereotyping...

In a fast-changing world, it is your responsibility, as a parent, to anticipate changes and the opportunities they may hold for your child. In doing so, you should recognize that traditional male and female roles in the workplace are rapidly disappearing as new opportunities emerge for both women and men. In such a world, there is no place for sex-role stereotyping or career decisions based on outdated perceptions of the aptitudes of men and women. Schools and parents must work together to prepare children for a future that will be very different from the past.

In education, we are very concerned about the fact that, despite the availability of a full range of programs and course options in the secondary schools, many female students continue to select programs that limit their career possibilities to traditional work roles. In the Senior grades of secondary school, especially, many young women continue to make traditional choices and to avoid mathematics, science, and technical subjects. If women are to become full economic partners in society, they will need mathematics, science, and a knowledge of computers. The Ontario government, through a number of programs and initiatives, is striving to create awareness and to alert young women to the opportunities they will have to forgo if they make restrictive choices, but you, as a parent, can do even more to encourage your daughter to enter new and relevant fields of study.

If women are to become full economic partners in society, they will need mathematics, science, and a knowledge of computers.

It is essential that more and more young women do so, and that they reject outdated perceptions. In the last two decades of this century, for example, most women will work for extended periods of time and, according to some forecasters, will spend an average of twenty-five years in the labour force. As a parent, you can help your child to make the right choices for a productive future and to discard considerations that have little validity today and will have even less tomorrow.



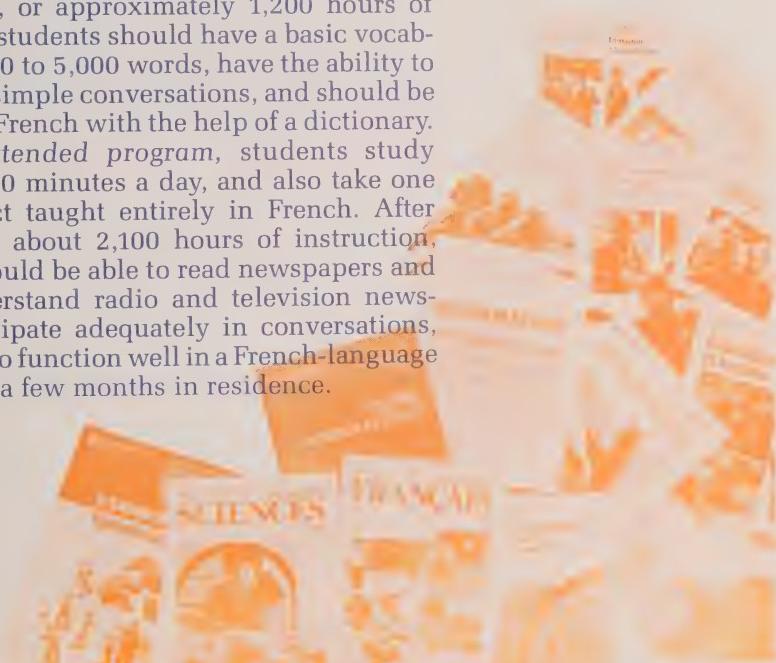
French as a Second Language

More than 609,000 English-speaking students in the elementary schools and 191,000 in the secondary schools are studying French as a second language – a statistic that in part reflects new requirements in the curriculum. French is a compulsory subject in Grades 7 and 8, and students in secondary school must complete at least one credit in French for the Ontario Secondary School Diploma.

The Ontario program does not attempt to make every student bilingual. Rather, it offers studies at three levels which lead to varying levels of competence.

In the core program, students study French from 20 to 40 minutes per day. After 10 years at this level, or approximately 1,200 hours of instruction, students should have a basic vocabulary of 3,000 to 5,000 words, have the ability to take part in simple conversations, and should be able to read French with the help of a dictionary.

In the extended program, students study French for 40 minutes a day, and also take one other subject taught entirely in French. After 10 years, or about 2,100 hours of instruction, students should be able to read newspapers and books, understand radio and television newscasts, participate adequately in conversations, and be able to function well in a French-language milieu after a few months in residence.



In the immersion program, students take half or more of their total school program in French for at least one year. A typical pattern would be for students to take all of their subjects in French in the early grades — Kindergarten to Grade 3, for example — then gradually decrease the proportion of French instruction to about 50 per cent by Grade 5 or 6. After 10 years, or about 5,000 hours of instruction, these students should be able to pursue studies in French at the college or university level, to take on a job in which French is the principal or the exclusive language, participate easily in conversations, and be able to live in a French community after a short orientation period.



Currently more than 609,000 English-speaking children are taking French-language classes in Ontario elementary schools. An additional 191,000 English-speaking students are enrolled in French classes at the secondary school level. Although not every pupil will become bilingual, the French-as-a-second-language program opens doors to a wide range of job opportunities and brings rich personal rewards to many students.

O CANADA!
Terre de nos aïeux
Ton nom est écrit
Sur les bateaux que nous voilons !

School and Work

Two programs available in a number of secondary schools are designed to offer students a chance to get practical work experience, as well as credit towards their graduation diploma. One is the co-operative education program and the other is the Linkage program.

The co-operative education program gives students a chance to work part time, either for private employers or the provincial government, and have that work experience count towards their diploma. A student might work every other day for a full school year, for example, be supervised on the job, and receive credit for the course to which his or her work experience is related. At present, 123 secondary school courses are included in the program.

The Linkage program doesn't guarantee students a job any more than any other school program, but it does teach the skills required by industry.

Under the Linkage program, students who intend to enter one of nine skilled trades after secondary school can reduce the time spent in apprenticesing. Normally students entering a trade serve an apprenticeship with an employer, and are required to attend a college of applied arts and technology for three terms (about six months) before writing examinations to become a qualified journeyman. The apprenticeship is still necessary under the Linkage program, but the classroom work can be done in secondary school, eliminating the need to attend a community college. More information is available from secondary school guidance teachers.



The Student Guidance Information Service — a sophisticated computer program — can be of great help to students in making career or postsecondary education choices. The service provides information on 3,500 careers in Canada from aerospace engineer to dental assistant, lighthouse keeper to zoologist, and outlines various training or educational requirements that students must meet to pursue their chosen careers. The information on careers, training, institutions, and costs is constantly updated as new data are fed into the computer. To help students identify their interests and abilities as they relate to careers, the service provides a variety of "interest and aptitude tests" which are available at secondary school guidance offices.

Learning by Correspondence

You or your child can go to school at home. In fact, about 50,000 adults in Ontario take correspondence courses to complete some part of their high school education, and another 80,000 secondary school students take correspondence courses in subjects not taught in their schools.

In addition, the complete elementary school program is available, in both French and English, for students who are unable to attend school.

If you live in Ontario, are sixteen years of age or older, and meet a few basic requirements, you can take correspondence courses without charge (except for textbooks at the Grade 13 honour diploma level) and accumulate credits towards an Ontario Secondary School Diploma.

Secondary school students who have completed fourteen credits can apply to enrol in a correspondence course in a subject not offered at their school. The student should be mature and well-disciplined, already doing well in school, and able to devote another six to ten hours per week to the extra subject.

In both cases, lessons and assignments are mailed to the student. When they are completed, the assignments are returned to be marked and reviewed by an experienced teacher. The student proceeds at his or her own pace, but the average time for a day student to complete one course is nine to ten months.

For more information, write to Correspondence Courses, Ministry of Education, 909 Yonge Street, Toronto M4W 3G2.



Life After School

Finding a job immediately after graduating from secondary school can be difficult. As a result, many students decide to continue their education, either through a training program such as an apprenticeship program or through further study at a college of applied arts and technology or a university. Ontario's record in postsecondary education is outstanding. In fact, the province has one of the highest postsecondary enrolments in the western world.

If your son or daughter chooses university or one of the community colleges, financial assistance, in the form of loans and grants, as well as tax-deductible savings plans, can pay some of the costs. The principal source of financial help for postsecondary training is the Ontario Student Assistance Program. Brochures describing this program, as well as application forms, can be obtained from school guidance offices.

Apprenticeship training is available in approximately 300 skilled trades, including 60 trades covered by specific provincial regulations. Students can usually begin an apprenticeship after Grade 10, but those with higher qualifications can receive credit for the additional time spent in school. The would-be apprentice must find an employer willing to train him or her (incidentally, the number of women taking training in the skilled trades is increasing), as about 90 per cent of the apprenticeship consists of on-the-job training. Apprenticeships normally last from two to five years, and apprentices are paid for their work during that time, although at

More than 100,000 students, an increase of 24.3 per cent over the previous year, received financial aid under the Ontario Student Assistance Program in the 1982-83 school year. Of the \$299 million provided in assistance, \$101.12 million was in the form of grants and \$197.88 million in the form of loans.



a lower rate than journeymen. For more detailed information, visit the school guidance office and ask for a copy of the brochure "Apprenticeship", or contact the Communication Services Branch of the Ministry of Colleges and Universities.

Colleges of applied arts and technology offer more than 700 programs. Courses are also available for academic upgrading, for technical training, as part of an apprenticeship training program, and in the arts, the sciences, and technology. Programs usually last from one to three years, and the usual admission requirement is successful completion of Grade 12, although there are also provisions for admitting "mature" students. ("Mature" students are candidates who are 19 years of age or over, have left school before graduation, and been out in the work force for at least one year) There are 22 colleges of applied arts and technology in Ontario, with 90 different campuses.

University programs are available to students who have received the Ontario Secondary School Honour Graduation Diploma (Grade 13, soon to be replaced by Ontario Academic Courses), and have achieved the academic standing stipulated for the course for which they are applying (an average of 60 per cent is a basic minimum requirement). Each university establishes its own admission requirements for each faculty and program of study, which may include completion of certain secondary school courses, as well as a specified academic standing. If your son or daughter is considering one of the faculties — medicine or law, for example — or one of the more popular arts programs, he or she would be wise to apply early, while still in the final year of high school.

For further information about postsecondary training and education, visit your school guidance office and ask for a copy of *Horizons*, or write to the Ministry of Colleges and Universities, Communication Services Branch, Queen's Park, Mowat Block, Toronto M7A 1L2.

Ministry of Education Regional Offices

Region	Address	Telephone
Northwestern	435 James Street South Thunder Bay P7E 6E3 Mailing Address: Box 5000 Thunder Bay P7C 5G6	(807) 475-1581
Midnorthern	199 Larch Street 7th Floor Sudbury P3E 5P9	(705) 675-4436
Northeastern	Box 3020 North Bay P1B 8K7	(705) 474-7210
Western	759 Hyde Park Road London N6H 3S6	(519) 472-1140
Central	Heron's Hill Building Suite 3201 2025 Sheppard Avenue East Willowdale M2J 1W4	(416) 591-0330
Eastern	1500 Merivale Road Ottawa K2G 4B5	(613) 225-9210

Additional Publications

Copies of this booklet and the pamphlets listed below are available free of charge from:

Ministry of Education
Communication Services Branch
Queen's Park
Mowat Block, 14th Floor,
Toronto, Ontario
M7A 1L2

Helping Your Child Learn
Teaching Your Child Specific Skills
Education in Elementary Schools Today
Education for Children With Special Needs
Education for Tomorrow: The New Secondary

School Program in Ontario

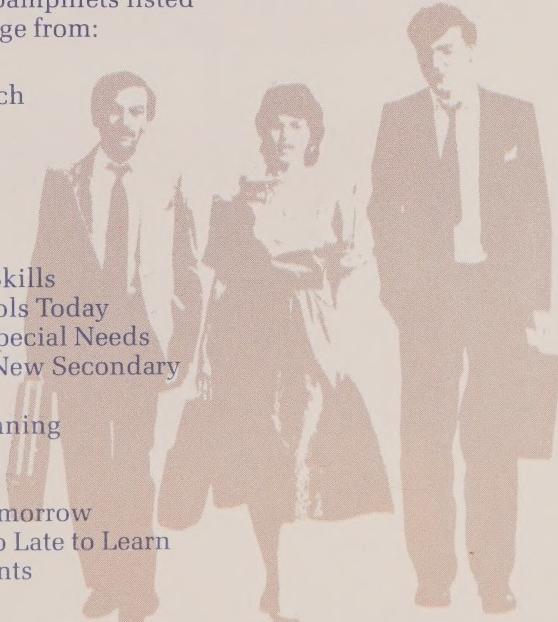
A Parent's Guide to Career Planning
for Children

French in Ontario Schools

Linkage: Training Today for Tomorrow

Adult Education: It's Never Too Late to Learn

Financial Assistance for Students



School Year and School Holidays

School Year	1984-85	1985-86	1986-87	1987-88
School Year Begins	Sept 4	Sept 3	Sept 2	Sept 1
School Year Ends	June 28	June 30	June 30	June 30
Number of School Days	194	194	194	194
Labour Day	Sept 3	Sept 2	Sept 1	Sept 7
Thanksgiving Day	Oct 8	Oct 14	Oct 13	Oct 12
Christmas Holidays	Dec 24-Jan 6	Dec 23-Jan 5	Dec 22-Jan 4	Dec 21-Jan 3
Good Friday	Apr 5	Mar 28	Apr 17	Apr 1
Easter Monday	Apr 8	Mar 31	Apr 20	Apr 4
Mid-Winter Break	Mar 11-15	Mar 10-14	Mar 16-20	Mar 14-18
Victoria Day	May 20	May 19	May 18	May 23

Most school boards follow the above schedule, but a few may designate holidays that are different. You are therefore advised to check the dates with your local board.



Ministry
of
Education

Ministry of
Colleges and
Universities

Hon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy Minister